

Student Expedition 1



2018–19

HPMF4004

Student Expedition 1 (HPMF4004)

Level 4 module – 20 credits

Teaching is by lecture and hands-on tutorial workshop.

Expedition:

Expedition Departure from Carmarthen Campus: 4:30pm 19th June 2019

Expedition Return Arrival at Carmarthen Campus: 6pm 20th June 2019

Portfolio Development Sessions:

Check schedule for dates and times

Module Tutors

Mr Dave Welton (dave@animality.co.uk)

Dr Matt Jones (matthew.jones@uwtsd.ac.uk)

Dr Brett Aggersberg (b.aggarsberg@uwtsd.ac.uk)

Please make an appointment with your tutor for a tutorial if you have additional questions not covered in the sessions. If you need to consult the course team urgently, please email the staff member concerned.

Audio Visual equipment should be booked out at least 48hrs in advance. In the case of the expedition the equipment should be booked as part of your portfolio submission.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

MODULE AIMS AND LEARNING OUTCOMES FOR ASSESSMENT

AIMS

- To understand the organisational and practical requirements and responsibilities of conducting a film production whilst on a residential expedition.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate knowledge of the underlying concepts and principles associated with planning and completing an expedition.
- Create a media artefact as a result of engaging with an expedition.

CONTENT

- Research, plan, and carry out a residential expedition with the purpose of creating a media portfolio which could include photography or film work or vlog.
- Engage with an expedition to a prescribed location which will include planning for practical issues surrounding the planning of an overnight stay and appropriate resourcing and contingency. Review the media types and narrative forms that are best suited to location based work that may be produced under challenging conditions.
- Understand the environmental, sustainability and safety aspects of filming in rural/coastal locations.
- Media artefacts captured during the expedition will later be edited into a portfolio, and could include: astronomical, nature, or landscape photography, wildlife or environmental filming, or travel vlog.

Transferable Skills:

Note-taking, oral expression, research skills, communication, evaluative and analytical skills, risk assessment, planning.

Module evaluation:

At the end of this module, you will be asked to complete a module evaluation form. Please refer to the anticipated learning outcomes when making your evaluation.

Timetable:

The module is taught over a three week period in a block mode of delivery. Each class will last for three hours. Tutorials and support on the assessment material should be arranged if required outside of the lecture time. All students should attend the on location workshop which will be longer than the usual lecture time. The expedition will take place after the submission of assessment 1, and assessment 2 will be completed during the expedition and up to one week after for post production.

The following software will be used on this module:

Microsoft Office, Adobe Creative Cloud, and other relevant media production software

READING LIST

Module Code	HPMF4004
Module Title	Student Expedition 1
Classification	Text title
Essential	McCurdy, K.M. (2012) <i>Shoot on Location: The Logistics of Filming on Location, Whatever Your Budget or Experience</i> . Oxon: Focal Press.
Essential	Popov, G., Lyon, B.K. and Hollcroft, B. (2016) <i>Risk Assessment: A Practical Guide to Assessing Operational Risks</i> . Chichester: John Wiley and Sons.
Essential	Wills, K. (2013) <i>Outdoor First Aid</i> . Caernarfon: Pesda Press.
Further	Berry, M. and Hodgson, C. (2011) <i>Adventure Education: An Introduction</i> . Oxon: Routledge
Further	Garvey-Williams, R. (2015) <i>Mastering Wildlife Photography</i> . Lewes: Ammonite Press.
Further	Gill, T. (2010) <i>Nothing Ventured: Balancing Risks and Benefits in the Outdoors</i> (English Outdoor Council) (online: http://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf).
Further	Hoddinott, R. & Baur, M. (2012) <i>The Landscape Photography Workshop</i> . Lewes: Photographers' Institute Press.
Further	Kolb, B (2014) <i>Experiential Learning: Experience as the Source of Learning and Development</i> (2 nd ed.). Upper Saddle River, N.J.: Pearson FT Press.
Further	Snider, L. (2016) <i>Adobe Lightroom and Photoshop CC for Photographers</i> (Adobe Classroom in a Book series). San Francisco: Peachpit Press.
Further	We The Unicorns (2017) <i>We The Unicorns: Vlogging 101: The Ultimate Guide To Becoming A YouTuber</i> . London: Studio Press.

Websites

The Wildlife Trust of South & West Wales <https://www.welshwildlife.org/skomer-skokholm/skomer/>
Youth Hostel Association <https://www.yha.org.uk>
Pembrokeshire Islands <http://www.pembrokeshire-islands.co.uk/islands/skomer/>
BBC Wales: Land of The Wild <https://www.bbc.co.uk/programmes/p0715xmz>
Puffin Fact Sheet <https://www.welshwildlife.org/wp-content/uploads/2011/05/Puffin.pdf>
“How I Got the Shot: Sunset Puffin on Skomer Island” <https://www.naturettl.com/how-i-got-the-shot-sunset-puffin-on-skomer-island/>
British Bird of Prey Centre <https://www.britishbirdofpreycentre.co.uk/>

Students will be directed to appropriate online resources over the course of the module.

The bibliography is subject to change depending on available software and associated texts.

MODULE OUTLINE

<i>Week/Session</i>	<i>Session Theme</i>	<i>Activity/Notes</i>
1/1 10 th May 11:30am-2:30pm TL12	Introduction to expedition location and project requirements Overview of Skomer, the Pembrokeshire Coast, Marine Nature Reserve and project opportunities	BA , DW To cover - Wildlife, history, conservation, legislation, climate, marine issues. Students to research and develop ideas for next session.
1/2 14 th May 1-4pm TL12	Expedition Planning considerations Review research	DW To cover basics = transport, accommodation, food/water. Location fixing, costs, environmental, permissions, health and safety/ risk management, contingencies and specialist equipment Activity: In 4 groups - to plan a 2 day expedition to filming.....? (4 different locations and subjects) Review students research and initial project ideas
1/3 15 th May 9am-12pm TL10	Planning a structure (Narrative)	MJ, DW Subject selection, research, storylines, styles, AV script, pitching ideas
2/1 20 th May 9am-12pm TL12	Wildlife Filming technical skills theory	DW, Basics of wildlife filming, filming and the law, ethical considerations. Sound recording. Equipment required. Hands on familiarisation with cameras and basic settings
2/2 21 st May 10am-3pm On Location	Practical wildlife filming skills	DW, DB, (moving image, sound), GR (wildlife, landscape photography/macro) Workshop on location at British Bird of Prey Centre- 2 groups to rotate with staff. Familiarisation of cameras, settings and lens choice.

2/2 29th May 9am-12pm + individual 1 to 1 if required TL12	Students to pitch project ideas	Review of individual Portfolios. 1 to 1 sessions by appointment
10 th June		Assessment 1 Due 12 noon Monday 10th June 2019
19 th June	Depart for expedition	Expedition Departure from Carmarthen Campus: 4:30pm 19 th June 2019
20 th June	Return from expedition	Expedition Return Arrival at Carmarthen Campus: 6pm 20 th June 2019
	ASSESSMENT DEADLINE All assessment components to be submitted by this date	Assessment 2 Due 12 noon Monday 28th June 2019

This schedule is subject to change and students are advised to check Moodle for the latest module information. Students should plan ahead to ensure they can attend all day sessions.

Overview

Accommodation at YHA

Towels and toiletries: Towels and toiletries are not provided but are available to hire or purchase from reception. Bedding is supplied.

- Wi-Fi: Free wi-fi is available in social spaces.
- Breakfast: Breakfast is served from 7.30am until 9am.
- Garden / grounds

Skomer Island

<https://www.welshwildlife.org/wp-content/uploads/2011/05/History-of-Skomer-including-timeline.pdf>

Located less than a mile off the beautiful Pembrokeshire coast, Skomer is one of several offshore islands and is truly a wonderful place to visit. The island is currently owned by Natural Resources Wales and leased to the Wildlife Trust of South and West Wales.

Well known for its Puffins, yet there is so much more to the bird paradise including Manx Shearwaters, Dolphins, Harbour Porpoises, Atlantic Grey Seal, Razorbills, Gannets, Peregrine falcons, Fulmars, owls and the unique Skomer Vole. The island is surrounded by some of the richest waters for wildlife off the British Isles from delightfully coloured sea slugs to magnificent cetaceans. For this reason it has been designated a Marine Nature Reserve.

Spring on Skomer Island is a colourful affair with bluebells and pink campion carpeting most of the island. The colours are so vivid they can easily be seen from the mainland.

Early summer is the time seabirds are busy raising their young. One of the best locations to visit is the Wick; a sheer cliff carved with ledges that are ideally suited to nesting seabirds and easily viewed from the opposite cliff. The Wick is also a great place just to sit and watch the comings and goings of the puffins.

In the centre of the island is the ruined farm. An education room and interpretation centre can be found here as well as accommodation space for up to 16 people.

If you stay overnight, you can witness one of the most remarkable natural events in the UK, thousands of Manx shearwaters returning to their burrows under the cover of darkness.

The Pembrokeshire Coast National Park

<https://www.pembrokeshirecoast.wales/default.asp?PID=4>

The Pembrokeshire Coast National Park boasts a wealth of wonderful places to explore and enjoy. Its stunning coastline offers safe, sandy beaches ideal for families, hundreds of miles of footpaths, as well as rugged cliffs and secluded rocky coves.

Whether you're a visitor or a resident, we want you to make the most of the fantastic outdoor opportunities on offer here. To find out more about the activities on offer, visit our Enjoy Pembrokeshire website.

The Pembrokeshire Coast is Britain's only truly coastal National Park, covering 240 square miles of spectacular landscape around Wales' south-western shore and there are so many ways to enjoy this special place!

It's a paradise for the wildlife enthusiast, internationally important for its rare habitats and species and offshore lie Pembrokeshire's unique islands, each with their own special character. The area's fascinating past is ever-present in prehistoric tombs, Celtic crosses, Iron Age hill forts, Norman castles, Medieval churches, Victorian forts and historic towns and villages.

LEVEL 4 ASSESSMENT SPECIFICATION

Module:	Student Expedition 1		
Module code:	HPMF4004	Contribution to Overall Module Assessment (%):	50
Lecturer:	DW	Internal Verifier:	BA
Assignment Title:	Portfolio	Word count (or equivalent):	2000
Submission deadline:	10/6/19	Return date of provisional marks & written feedback:	5/7/19
Submission method:	The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit on Moodle. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

**Module Learning Outcomes
(from module syllabus)**

- Demonstrate knowledge of the underlying concepts and principles associated with planning and completing an expedition.
- Create a media artefact as a result of engaging with an expedition.

TASK DESCRIPTION

Assessment 1 (50%): Portfolio (work to the equivalent of 2000 words)

Portfolio including:

- Synopsis
 - Research- including notes on its use and full reference list
 - Moodboard
 - AV Script
 - Shot List
 - Risk Assessment
 - Expedition Schedule
 - Kit List
-
- Additional notes to rationalise the content could also be included

The aim of the module and assessment is to develop a short portfolio of planning for a film shoot in an expedition scenario. The portfolio demonstrates theoretical and practical research, development, and planning has been carried out and applied.

The portfolio should demonstrate the connection between theory and practice through academic rigour, media industry principles, and the implementation of planning in the creation and reflection of project work. Tasks will be set early on, and will be due in on the specified dates, and should be developed throughout the duration of the module.

All work should be organised into a single PDF including a contents page. Files must be accurately labelled and uploaded to Moodle. Links and online material must remain live until at least the summer exam board in late July. The file should be in a folder with the following label structure- StudentNumber_ModuleCode_AssignmentNumber
(An example would be 180000_ HPMF4004_1)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

You should explore a range of potential research sources and include evidence of how the most important ones have influenced your work.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

You should demonstrate your knowledge of the procedures and methodologies and the industry context of your work.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Your portfolio and accompanying documents should demonstrate your thought process and how you have implemented new knowledge into your work.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to

involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. Your work should fully engage with taught and additional techniques appropriate to the task. Particular attention should be paid to detail and the presentation qualities of the work.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Where relevant you should acknowledge skills that you have acquired and how they may be used in other situations such as good research and planning, quality of presentation, punctuality, proof reading, and recognition of industry standards.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Category Awarded
1. Engagement with Literature Skills	
2. Knowledge and Understanding Skills	
3. Cognitive and Intellectual Skill	
4. Practical Application Skills	
5. Transferable Skills for Life and Professional Practice	
Module Learning Outcomes	
6. Demonstrate knowledge of the underlying concepts and principles associated with planning and completing an expedition.	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	inconsistencies.	or inconsistencies.		
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data,	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
develop lines of argument and make sound judgements.)	arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

LEVEL 4 ASSESSMENT SPECIFICATION

Module:	Student Expedition 1		
Module code:	HPMF4004	Contribution to Overall Module Assessment (%):	50
Lecturer:	DW	Internal Verifier:	BA
Assignment Title:	Project Output	Word count (or equivalent):	2000
Submission deadline:	28/6/19	Return date of provisional marks & written feedback:	25/7/19
Submission method:	The portfolio must be submitted via the provided Assignment Submission space on Moodle. Please ensure documents are correctly formatted and that you confirm their submission. You should also check the submission file size limit on Moodle. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- Demonstrate knowledge of the underlying concepts and principles associated with planning and completing an expedition.
- Create a media artefact as a result of engaging with an expedition.

TASK DESCRIPTION

Assessment 2 (50%): Project Output (work to the equivalent of 2000 words)

The creation of a media artefact based on material collected whilst engaging with an expedition.

This can take the form of one of the following:

- Photographic Portfolio
- Documentary Film
- Travel Vlog

The work should be informed by your planning and research carried out in assessment 1.

Files must be labelled and uploaded to Moodle. Links and online material must remain live until at least the summer exam board in late July. The file(s) should be in a folder with the following label structure- StudentNumber_ModuleCode_AssignmentNumber
(An example would be 180000_ HPMF4004_1)

The project output should demonstrate the connection between theory and practice through academic rigour, media industry principles, and the implementation of planning in the creation of project work. The project output submission should be presented in an appropriate manner, and where necessary negotiated with staff prior to completion.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Your project output should demonstrate the influence of your research and where relevant include references.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

You should demonstrate your knowledge of the procedures, methodologies and the industry context of your work.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Your project output should be directly linked to the planning you carried out in assessment 1.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to

involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Your work should aspire to industry standards, however, staff are aware you are a professional in training, so your ability to recognise your position on the journey to being a professional should be acknowledged. Your work should fully engage with taught and additional techniques appropriate to the task. Particular attention should be paid to the presentation qualities of the work.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Your project output should demonstrate an attention to quality of presentation and recognition of industry standards and practices.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Category Awarded
1. Engagement with Literature Skills	
2. Knowledge and Understanding Skills	
3. Cognitive and Intellectual Skills	
4. Practical Application Skills	
5. Transferable Skills for Life and Professional Practice	
Module Learning Outcomes	
6. Create a media artefact as a result of engaging with an expedition.	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	inconsistencies.	or inconsistencies.		
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data,	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
develop lines of argument and make sound judgements.)	arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Section break

FEEDBACK

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes.
- Direct questions and responses from teachers inside and outside formal classes.
- Email correspondence between teachers and students.
- Interactions between students and teachers using the module message board on Moodle.
- Informal comments and responses to pitches and presentations in classes.
- Comments and annotations added to written submissions, such as essays and reflective journals.
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms.

You will have an opportunity to discuss your feedback with your tutor.

Feedback will be returned on assessed work within four weeks of submission.